Inspiring Movement

Towards Comprehensive School Community Health: Guidelines for Physical Activity in Saskatchewan Schools

Saskatchewan Ministry of Education

In Partnership with the Ministries of Health and Tourism, Parks, Culture and Sport

February 2010

Message from the Minister of Education

The Honourable Ken Krawetz

Education plays an important role in the growth and success of Saskatchewan and its students. The Government of Saskatchewan believes that the learning success and achievement of our young people is vital for securing the future of our province.

Research indicates that students who are physically active and properly nourished have higher academic performance. To ensure that children and youth get the most out of their school years, the Ministry of Education has developed a strategic plan for working with school boards to ensure children and youth engage in 30 minutes of moderate to vigorous physical activity daily, while increasing healthy food options in schools.

Engaging in healthy levels of physical activity supports lifelong active living. With this in mind, the ministry's strategic action plan consists of interrelated strategies that involve schools, school divisions, School Community Councils, and physical activity organizations collaborating with the ministry to meet this goal.

Enthusiasm for physical activity motivates students and encourages them to become more active and embrace a healthier lifestyle. I invite all Saskatchewan residents to support physical activity at home, at school, and in the community. Together we can build a stronger, healthier Saskatchewan.

Honourable Ken Krawetz
Deputy Premier
Minister of Education

Table of Contents

Message from the Minister of Education 1

Introduction 5

A Comprehensive School Community Health Approach 5

Guiding Principles 6

Key Understandings 7

Policy Statement 8

Rationale 8

The Building Blocks 9

Roles and Responsibilities for Ensuring Daily Physical Activity 11

Increasing Daily Physical Activity 12

Assisting Schools Getting Started with Daily Physical Activity 12

Appendix A: Comprehensive School Community Health 14

Appendix B: Sample School Division Daily Physical Activity Policy 16

Appendix C: Sample School Level Learning Improvement Planning Reporting Template 17

Appendix D: School Division Checklist for Planning Daily Physical Activity 18

Appendix E: Daily Physical Activity Rubric 20

Appendix F: Getting Started 23

References 25

Introduction

Active children and youth are healthier, more engaged, and achieve more in school and in life. Active living describes a way of life that values physical activity as an essential part of daily living. The concept of active living goes beyond the physiological aspects of physical activity to encompass the psychological, social and spiritual dimensions that make up the entire physical activity experience. It is a holistic way of living (Saskatchewan Ministry of Education, 2004).

Living an active full life is linked to a number of factors including: genetics, personal decisions, access to community services that support physical well-being, and individual behaviours influenced by our social, economic, cultural and physical environments. The determinants of health (including income, education, employment, housing, access to healthy food, early childhood development and social supports) impact individual and community health. To positively influence and affect health and well-being, it is important to understand, anticipate and respond to these individual and collective factors.

Promoting and supporting active living is a responsibility shared among families, schools, community organizations and government/non-government agencies. Schools serve an important role in engaging the children and youth of Saskatchewan in healthy levels of physical activity for lifelong active living.

A Comprehensive School Community Health Approach

A Comprehensive School Community Health (CSCH) approach promotes active living, including engaging students in healthy levels of daily physical activity. This collaborative process invites a broad range of participants to work together to enhance the health and well-being of all students with the potential to influence and impact the health and well-being of the whole community.

CSCH encourages partnerships, promotion, planning and provision of high quality physical education and high quality physical activity in Saskatchewan schools. In school, CSCH supports improvement in students' educational outcomes while addressing school community health, physical education, and physical activity in a planned, integrated and holistic way. CSCH encourages and supports the development of children and youth in becoming physically, mentally, emotionally and spiritually healthy for life (Canadian Association for School Health, 2007). For this reason, it is important to consider opportunities for integrating active living into a school's learning improvement plan in support of the school division's strategic plan for continuous improvement.

CSCH motivates the entire school community, including human service providers, through actions that encompass four integrated components to provide a strong foundation for school community health. The four integrated components of Comprehensive School Community Health are outlined in Figure 1. For additional information regarding CSCH, see Appendix A.

Figure 1: Physical Activity Examples within the Four Integrated Components of Comprehensive School Community Health

Healthy Physical Environment

(e.g., maintenance, care and accessibility of school property; safety standards for play and sport equipment; universally accessible extra-curricular activities)

Supportive Social Environments

(e.g., role modelling by school staff; adult mentorship; student leadership opportunities; valuing diversity; peer support; joint staff and student wellness programs)

High-Quality Teaching and Learning

(e.g., provincial physical and health education curricula; holistic development of the mind, body, heart and spirit; goal setting; effective instructional strategies; developmentally and culturally appropriate resources)

Community Engagement and Partnerships

(e.g., access to recreational coordinators; community walking clubs; community resources such as *in motion* or participACTION; shared use of community and school facilities)

Guiding Principles

This document is guided by the following principles:

Student Voice

Children and youth participate more readily in daily physical activity when they are involved in making choices and are given opportunities to take leadership roles in promoting physical activity. Giving students choice and a voice acknowledges individual abilities and interests, and contributes to engagement and meaningful participation by all students.

Inclusion

Inclusion emphasizes equitable access to physical activity and ensures the benefits of physical activity for all students. Inclusion is not an action or set of procedures, but rather an attitude or belief system that goes beyond placement. The value of inclusion is that it enables accessible and inviting opportunities for every student to become physically active.

Holistic Approach

Daily physical activity contributes to the healthy growth and development of children and youth. Active living contributes to the well-being of the whole person (i.e., physical, mental, emotional and spiritual) and supports the development of well-balanced individuals.

Shared Responsibility

Daily physical activity is a shared responsibility. Active support for daily physical activity invites a broad range of participants including students, families, community members, educators, trustees, human service providers and government to work together to enhance the health and well-being of all children and youth.

Sustainability

An effective school division and school level plan for daily physical activity requires strategic planning, implementation and regular monitoring of intended goals so that daily physical activity becomes a regular and ongoing focus for the school division and each

school. This focus does not end but continues to develop and improve over time.

Key Understandings

Physical Literacy

Physical literacy provides the foundation for the development of the skills, knowledge and attitudes needed to lead a healthy active life (Mandigo, Francis, Lodewhyk & Lopez, 2009). Physical literacy has been described as the ability and motivation to capitalize on our movement potential to make a significant contribution to our quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed (Saskatchewan Ministry of Education, 2008).

Kinesthetic Learning

Kinesthetic learning takes place as a result of a student being a part of an activity, which involves action, movement and physical activity that may include role plays, hands-on activities or group work.

Physical Education

Physical education is a Required Area of Study in Saskatchewan and plays an essential role in keeping children and youth active. While the guidelines of this document focus on physical activity, it is important to acknowledge the role of physical education programs in developing students' ability to participate in moderate to vigorous physical activity.

Saskatchewan's physical education curricula provide students with opportunities to learn a broad range of concepts, tactics, strategies and skills to participate successfully in a wide variety of physical activities and foster a deeper understanding of the benefits of active living. Without the quality instruction outlined in the provincial curricula, students may not reach their full potential and may fail to develop the competencies necessary to achieve success and enjoyment in a variety of physical activities (Fishburne & Hickson, n.d.). For more information about Saskatchewan's physical education curricula, refer to the Ministry of Education website at: www.education.gov.sk.ca/pe-curricula.

Physical Activity

Physical activity can serve as a medium for teachers to address particular outcomes outlined in the provincial curricula. While physical activity is an essential and complementary component of a high quality physical education program, many of the outcomes of physical education cannot be addressed through physical activity alone.

By definition, physical activity is moving the body and includes a wide range of activities that may or may not be structured or systematic. Among these movement activities are active play, dance, exercise and sports. In order to meet the diverse needs of a range of students, it is important to consider that moderate and vigorous physical activity may differ depending on age, ability and fitness levels. Although frequency and intensity of activity is important, physical activity should also be "available, accessible, meaningful and rewarding" for each individual or group (MacKay, 2006).

Depending on the age and abilities of each individual, **moderate physical activity** may be described as an activity which increases heart and breathing rates but not to a level of 'huffing and puffing'. Depending

on the age and abilities of each individual, **vigorous physical activity** may be described as an activity that increases breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may cause 'huffing and puffing'. Refer to *Canada's Physical Activity Guide for Children and Youth* for further clarification.

Canada's Physical Activity Guide for Children and Youth provides timetables for increasing daily moderate and vigorous physical activity over a period of months. For more information, visit: www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html.

Inclusive Physical Activity

Physical activity is promoted in an inclusive environment. Such an environment provides answers to the question, "How can I adapt the environment to provide opportunities for all students to participate in physical activity with their peers?" An inclusive environment offers all students the opportunity to learn about the talents and abilities of their peers through physical activity. Through inclusive physical activity, students learn to appreciate that individual differences exist among people and that participating differently in an activity does not lessen its value. Inclusive physical activity provides all students with the opportunity to take full advantage of the benefits of daily physical activity, appropriate to individual abilities and interests.

Policy Statement

The Government of Saskatchewan is committed to working with school boards to ensure that children and youth engage in 30 minutes of moderate to vigorous physical activity daily. This physical activity mandate does not replace a high quality physical education program; the focus of physical activity is to promote this health enhancing behaviour in all subject areas and all areas of school life.

It is expected that boards of education, in collaboration with schools, youth, School Community Councils, parents and communities, will develop new or strengthen existing physical activity policies and administrative procedures consistent with the guidelines outlined in this document. Adopting or strengthening policies based on these guidelines will ensure a consistent approach to physical activity for all Saskatchewan schools. A sample school division daily physical activity policy is found in Appendix B.

Rationale

Engaging all children and youth in physical activity is important to ensure healthy growth and development. Research has repeatedly shown health benefits and academic advantages for students who engage in physical activity on a daily basis. According to *Canada's Physical Activity Guide* (Public Health Agency of Canada, 2009), children and youth need to participate in at least 90 minutes of physical activity per day for good health. A 2009 study conducted by Active Healthy Kids Canada stated that **only 15% of Saskatchewan children and youth are meeting the goal of 90 minutes of activity per day**. Physical activity needs to be a daily priority – at home, in the community and at school. Saskatchewan *in motion* suggests that the recommended 90 minutes of activity be a shared responsibility with 30 minutes taking place at home, 30 minutes taking place in the community and 30 minutes taking

place at school. For more information, visit: www.saskatchewaninmotion.ca/.

Saskatchewan children and youth, with the exception of Prekindergarten and some Kindergarten students, spend approximately six hours per day at school. Daily physical activity during these hours promotes a way of life that values regular physical activity. Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth – Saskatchewan Supplement reinforces this notion with their research that states, "Active eight to 15 year olds in Saskatchewan continue to be more active than their inactive peers into early adulthood" (p. 5).

The majority of empirical evidence suggests that **academic performance is improved by engagement in regular physical activity** (Active Healthy Kids Canada, 2009).

Physical Activity Impacts Learning

Daily physical activity should complement provincial curriculum expectations in all subject areas. Active Healthy Kids Canada (AHKC) shows that engaging students in moderate to vigorous physical activity clearly impacts student learning. The AHKC *2009 Report Card on Physical Activity for Children and Youth* states, "Adolescents, who reported higher levels of daily exercise, also reported having higher grades" (p. 19). Among other benefits, AHKC cites improved self-esteem, decreased anxiety, increased focus on learning and increased engagement in learning. For more information, visit: www.activehealthykids.ca/.

The benefits of physical activity affecting learning are reinforced in John Ratey's book *Spark (2008)*. In his book, he examines hundreds of research papers on the topic of exercise and the brain. Ratey states, "[that] exercise is the single most powerful tool you have to optimize your brain function" (p. 245). Physical activity enhances student learning and promotes health and well-being for all children and youth, now and in the future.

Physical Activity:

- creates a sense of belonging;
- increases students' excitement for learning;
- creates an engaging classroom;
- assists with classroom management;
- improves punctuality and attendance; and,
- reduces discipline problems.

(Adapted from *in motion, 2009)*

Physical Activity Impacts Health

Physical activity is a key component necessary for overall good health. Good health is fundamental to an individual's well-being and his/her ability to recognize his/her full human potential. Research shows that physical activity is vital for maintaining a healthy body weight, preventing chronic disease and fostering mental health and well-being (The True Sport Report, 2008).

Investment and positive experiences in a child's early years promotes positive social and emotional development. Active living is designed to help children and youth acquire mobility, coordination, personal knowledge and social skills, which contribute to positive development. Children, in particular, benefit from opportunities for unstructured, self-directed play that may assist in their physical, motor, creative and social development, and sense of independence (Hewes, 2008).

The Building Blocks

The development of active living initiatives are linked closely to Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with the understanding, skills and confidences necessary for healthy personal and social development, and life success.

The K-12 aim of the physical education curricula in Saskatchewan is to support students in becoming physically educated individuals, who have the

understandings and skills to engage in movement activity and the confidence and disposition to live a healthy, active lifestyle. Active living, as one of the three K-12 goals of physical education in Saskatchewan states, "... students need to enjoy and engage in healthy levels of participation in movement activities to support lifelong active living..." (Saskatchewan Ministry of Education, 2008).

Saskatchewan has a history of, and a reputation for, innovation and working in partnership towards enhancing the lives of children and youth, as well as families and communities. For example:

- Saskatchewan served as the first test community for ParticipACTION's communication strategy in 1972. The test community was established to assess if it was possible to obtain cooperation at the local level from the public and private sector when it comes to the promotion of fitness through participation in sports and physical recreation.

- Saskatchewan *in motion* was established in 2003. Saskatchewan *in motion* is a province-wide movement aimed at increasing the physical activity of all residents. The vision of *in motion* is that the people of Saskatchewan will be the healthiest, most physically active in Canada. There are currently more than 480 *in motion* schools in Saskatchewan (Saskatchewan *in motion*, 2009).

- Saskatchewan Physical Education Association (SPEA) provides high quality leadership, advocacy, and resources for professionals in physical and health education in order to positively influence the lifestyles of Saskatchewan's children and youth. SPEA promotes Quality Daily Physical Education (QDPE), which is based on planned, balanced, inclusive, participatory and active instruction in the area of physical education (SPEA, 2009).

- *Active Healthy Kids Canada Report Card* created a Saskatchewan Supplement for their national report card in 2009. This report card provides current information regarding physical activity for children and youth in Saskatchewan. Established in 1994, Active Healthy Kids Canada is a national organization with a passionate voice for the development of active healthy children and youth in Canada.

- Schools in Saskatchewan currently provide opportunities for children and youth to be physically active during the school day. *Active Healthy Kids Saskatchewan Report Card* (2009) states that 72% of school administrators identify their schools as Quality Daily Physical Education (QDPE) schools. QDPE programs provide children and youth with opportunities to learn how to be confident and skilful movers. In addition to QDPE, numerous additional physical activity opportunities already exist in Saskatchewan schools including recess and noon-hour activities, before and after school activities, and interschool sports activities.

Many school divisions, School Community Councils, schools, families and community organizations in Saskatchewan have already directed their energies toward daily physical activity policy development. The following roles and responsibilities for ensuring daily physical activity will assist in the strengthening of existing policies or the development of new policies.

Roles and Responsibilities for Ensuring Daily Physical Activity

Government and Communities

Government, through inter-ministerial collaboration, shares responsibility with communities for the health, well-being and education of Saskatchewan's children and youth. The Minister of Education, through *The Education Act, 1995*, sets the legislative and policy direction for the provincial education system. The ministry prepares and distributes recommendations and advice on the management of schools, school divisions, school districts, the conseil scolaire for trustees, principals and teachers. In addition, the ministry is responsible for:

- providing research;
- developing evidence-based policy and effective practices models; and,
- engaging and consulting with stakeholders to ensure a broad array of perspectives and feedback for consideration and integration, whenever possible, into new directions and developments.

Boards of Education

Through *The Education Act, 1995*, boards of education are given responsibility for all aspects of the daily operation of schools. Boards of education are responsible for setting policies or administrative procedures regarding physical activity in their schools. These policies are achieved through collaboration with local school community individuals, groups and organizations.

We All Have a Role

Boards of education, school division administrators, teachers and all school staff, students, parents/caregivers, School Community Councils and community at large, organizations, coaches and recreational co-ordinators all have a role to play in ensuring children and youth are participating in daily physical activity.

Leadership by boards of education is critical for establishing effective physical activity policies in schools and for ensuring effective and full implementation. Boards of education support optimal health for students by:

- setting policies for physical activity that take into account the needs of all students regardless of ability, age, gender, race, ethnicity, religion, socio-economic status, education level or geographical environment;
- including physical activity strategies and targets for improvement within their planning for continuous improvement;
- seeking broad-based input, engagement and leadership from school administrators, school staff, students, parents, School Community Councils and the wider community in the development of a physical activity policy;
- supporting professional development and learning opportunities for school divisions, school staff, students, School Community

Council members and the wider community that promote physical activity;

- supporting the inclusion of daily physical activity in all subject areas, classroom routines and classroom procedures in a healthy and positive manner; and,
- ensuring that board of education policy results in increased physical activity for all children and youth in schools across the division.

Developing new or revising existing physical activity policies provides opportunities for school divisions and their stakeholders to engage in dialogue and plan for Comprehensive School Community Health.

Community, Family and Youth

Community, family and youth participation and leadership in active living policy development and implementation ensure authentic support and shared responsibility for school health promotion, and increase the likelihood that children and youth receive consistent messaging and expectations between school, home and community.

The following steps toward increasing physical activity during the school day may be helpful for schools that are in the initial stages of planning for daily physical activity.

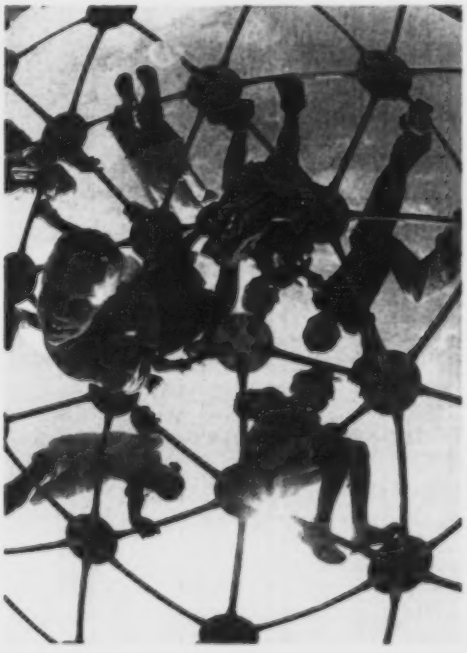
Increasing Daily Physical Activity

The Continuous Improvement Framework (CIF) provides school divisions with a framework for planning, improvement and accountability. To assist in tracking the implementation and effectiveness of daily physical activity, school divisions and schools can set targets within their CIF for physical activity and plan actions to meet the goal of 30 minutes of moderate to vigorous physical activity per day for all students. A sample of a school level Learning Improvement Plan reporting template for physical activity is included in Appendix C.

Tools are available to assist in the planning, implementing and monitoring of daily physical activity. Appendix D provides a checklist to assist school divisions in tracking progress, making decisions and setting goals. Appendix E provides a daily physical activity rubric to assist schools in determining their progress in planning and monitoring physical activity.

Assisting Schools Getting Started with Daily Physical Activity

Through planning and innovation, school personnel can seek and create many opportunities to incorporate daily physical activity. Numerous activities can be used which are appropriate, challenging, realistic and enjoyable for all participants. The activities should include student choice and should be varied not only to engage all children and youth, but to support overall physical



health. Activities should always follow school division guidelines for safety. *Appendix F, Getting Started,* provides a list of suggestions to assist schools in initiating daily physical activity or strengthening what they are already doing in the area of physical activity.

To assist schools even further with daily physical activities, specific examples of moderate to vigorous activities are grouped into two categories. One category focuses on physical activities that can be incorporated into a regular classroom or school routine. A second category focuses on regular activities that go beyond the first category. Examples of both of these kinds of activities can be found in Appendix F.

Classroom and School Routines

Daily routines provide opportunities to make physical activity part of the culture in every school. These routines include management techniques and classroom procedures used in order to enhance the learning environment. Every teacher, who wonders how to use an activity or kinesthetic learning to enhance the learning environment, can incorporate these routines into every subject area. These day-to-day routines help to foster the lifelong attitude that physical activity can be a regular part of everyone's day. These routines can soon become habits that children and youth build into their lives now and carry into adulthood.

Regular Activities

Regular activities vary in time, intensity and location. They can range from short, simple movement activities to outdoor pursuits, game situations or sports. These activities contribute to the PreK-12 goal of active living, which is also a goal of the K-12 physical education curriculum. They provide an opportunity for movement and physical activity that can happen on a regular basis.

Additional supports for ensuring that children and youth engage in 30 minutes of moderate to vigorous activity daily will be posted on the ministry website as they become available.

Appendix A

Comprehensive School Community Health

What is Comprehensive School Community Health?

The framework for Comprehensive School Community Health (CSCH) is internationally recognized for supporting improvements in students' educational outcomes while addressing school community health in a planned, integrated and holistic way. CSCH enhances what already happens in the classroom and motivates the whole school community through actions that encompass four integrated components providing a strong foundation for school community health:

- Healthy Physical Environment;
- High Quality Teaching and Learning;
- Supportive Social Environment; and,
- Community Engagement and Partnerships.

The intent is to harmonize actions in all four components to support and inspire children and youth to realize their full potential as learners and as healthy, productive members of society. As a result, the health of the community as a whole may also be strengthened.

What does Comprehensive School Community Health do?

Comprehensive School Community Health:

- recognizes that healthy children and youth learn better and achieve more;
- understands that schools can directly influence students' health and behaviours;
- encourages healthy choices, and promotes students' health and well-being;
- incorporates health and wellness into all aspects of teaching and learning;
- links and aligns health and education issues and opportunities; and,
- thrives with the participation, support and engagement of families and the whole community.

Why do we need Comprehensive School Community Health?

In the school, CSCH facilitates improved student achievement and positive behaviours. CSCH encourages and supports the development of children and youth in becoming physically, mentally, emotionally and spiritually healthy for life.

The goals of CSCH are:

- to promote health and wellness;
- to provide equitable opportunities that address disparities and contribute to academic success;
- to intervene to assist vulnerable children and youth;
- to help to support those who are already experiencing poor health; and,
- to prevent specific diseases, disorders and injury.

Research has shown that CSCH is an effective way to embrace the interdependence between health and educational outcomes that last a lifetime (Murray, Low, Hollis, Cross & Davis, 2007).

Health and Education are interdependent; the equation is a simple one:

Better Health = Better Learners

Different Terminology, Same Ideas

The term "Comprehensive School Community Health" is used in Saskatchewan. In other jurisdictions, the approach may be known as "Comprehensive School Health," "Health Promoting Schools" or "Coordinated School Health" and its four integrated components may be expressed in different ways. The underlying concepts, however, are the same as they are all based on the *World Health Organization's Ottawa Charter for Health Promotion* (1986).

When We Say	We Mean
Healthy Physical Environment	A healthy physical environment includes: • the school building and grounds, routes to and from the school, and materials and equipment used; • policies, procedures and regulations regarding the health and safety of children and youth (e.g., air quality, nutrition, physical activity, pandemic planning, recycling, etc.); and, • access to and inclusion of well-balanced nutritious food, opportunities for physical activity, universally available extra/co-curricular activities, etc.
High Quality Teaching and Learning	High quality teaching and learning includes: • using provincial curricula and related resources that are culturally relevant and developmentally appropriate; • formal learning experiences and informal learning opportunities that support a sense of personal competency, self-efficacy and social responsibility; • a wide range of opportunities to learn, practise, experience, and demonstrate understanding, confidence and motivation for living a healthy balanced life; and, • planned professional and informal learning opportunities for school and community participants to strengthen CSCH.
Supportive Social Environment	A supportive social environment promotes: • a positive impact on student learning; • a welcoming, caring and inclusive environment; • high quality relationships and leadership among and between staff, students and community in the school environment; • relationships that influence and are influenced by the family, cultural perspectives and the entire community; • support for formal practices such as policies, rules and extra-curricular opportunities that support all four areas of health and well-being (mental, emotional, physical and spiritual); and, • informal role modeling, peer support, leadership, and nurturing families and communities.
Community Engagement and Partnerships	Community engagement and partnerships support and promote: • student, staff and community learning, health and well-being; • reciprocal relationships that share resources and services within the school community; and, • the context, awareness, development and appreciation of the peoples of Saskatchewan.

The CSCH approach promotes health within and beyond the school through collaborative school community partnerships, encouraging values, skills, behaviours and supportive environments that foster a healthy community for children, youth, their families and neighbours.

Appendix B

Sample School Division Daily Physical Activity Policy

Daily Physical Activity in Schools

The Board of Education is committed to and responsible for ensuring that *every student* participates in 30 minutes of moderate to vigorous physical activity in school activities *every day.* Research has shown that daily physical activity helps to promote healthy growth and healthy living, while contributing to academic success. While an overall goal of 90 minutes of physical activity should be achieved by every student between their time at home, at school and in the community, the school will ensure that one-third of that time, 30 minutes, is achieved daily at school.

PROCEDURES

General

a. The Principal and school staff shall ensure that students participate in 30 minutes of moderate to vigorous physical activity every day through:

   i. instructional time;

   ii. intramural activities;

   iii. other school-related activities; and,

   iv. school procedures and routines.

b. Educators are encouraged to incorporate physical activity into teaching and learning, in addition to what is expected in the physical education curriculum.

c. A school division committee for Comprehensive School Community Health, including parents, teachers and superintendents will be created to provide guidance and to review physical activity programs and participation within schools.

d. Appropriate accommodations are made to ensure every student participates in physical activity.

e. Each School Community Council, with co-operation of school staff, shall consider how to incorporate physical activity into their Learning Improvement Plan.

f. All physical activity will adhere to current *Saskatchewan Physical Education Safety Guidelines for Policy Development* (1998), as well as school division safety standards.

Appendix C

Sample School Level Learning Improvement Planning Reporting Template

Provincial Priority Area: Higher Achievement and Literacy

Division Goal: All students will engage in 30 minutes of moderate to vigorous daily physical activity at school.

School Goal: By *(date)*, all students at school will engage in 30 minutes of moderate to vigorous daily physical activity.

Objective	Performance Indicators and Baseline Data	Performance Targets	Outcomes	Summary of Progress
By *(date)*, all students at school will engage in 30 minutes of moderate to vigorous daily physical activity.	From *(date)* to *(date)*, average monthly rate of daily physical activity by student by grade: **PreK-5: 15 minutes** **6-9: 20 minutes**	By *(date)*, all students will engage in **30 minutes** of daily physical activity at school.	By *(date)*, average monthly rate of daily physical activity by student by grade: **PreK-5: 25 minutes** **6-9: 30 minutes**	**PreK-5** students increased their physical activity rate by 10 to 25 minutes per day but were 5 minutes short of school target of 30 minutes; **Grades 6-9** students increased their activity rate by 10 minutes per day and met the school target of 30 minutes per day of moderate to vigorous physical activity.

Plan/Strategies:

1. School Division creates a Comprehensive School Community Health committee comprised of school and central office administrators, teachers, parents, students and community organizations to plan, implement and review physical activity programs and participation within schools.
2. The school's Learning Improvement Plan includes the goal of 30 minutes of moderate to vigorous daily physical activity for all students in support of the school division's goal and tracks students' average monthly rates of physical activity and reports these rates to the administrative office for recording and display.
3. Provide teachers with professional learning opportunities and support to incorporate physical activity into teaching and learning, in addition to what is expected in the physical education curriculum.
4. Each teacher establishes a classroom goal of 30 minutes of daily physical activity for students and gathers information on students' participation rates in daily physical activity and displays and reports classroom progress toward the classroom and school goals.

Rationale: As stated in the Physical Activity Guidelines provided by the Ministry of Education, physical activity promotes healthy growth and healthy living, while contributing to the academic success of students. This school division is committed to working with the province to ensure that students are engaged in 30 minutes of moderate to vigorous physical activity daily.

Note: This sample learning improvement plan provides an example for PreK-9; it could be adapted for the Secondary Level.

Appendix D

School Division Checklist for Planning Daily Physical Activity

The following checklist is a planning tool to support school divisions in developing, implementing and evaluating policies and guidelines for daily physical activity in schools. It can also be used as a mechanism to track progress, make decisions and set goals over time.

Daily Physical Activity Checklist	Not Evident	Emerging/ Developing	Evident	Exemplary
Our School Division:				
• understands the importance of daily physical activity for all individuals				
• involves stakeholders in the development, implementation and evaluation of the policy				
• has a policy that aligns with the provincial guidelines				
• understands the policy statement on daily physical activity from the Ministry of Education				
• has determined the current status of daily physical activity (what is the common practice) in our schools				
• supports daily physical activity (including creating a positive and supportive environment for daily physical activity)				
• provides teachers with access to in-service, resources, and support material to implement daily physical activity				
• supports the implementation and monitoring of daily physical activity				
The Physical Activity Policy Considers:				
• the needs and interests of students – our plan is inclusive				
• established safety guidelines				
• the supports and resources available				
• instructional time (scheduling)				
• the use of equipment and facilities				
• the need for space				
• short and long-term goals				
The Activities that Our School Division Recommends:				
• are not used as a punishment or a reward				
• can be incorporated in all subject areas				

Daily Physical Activity Checklist	Not Evident	Emerging/ Developing	Evident	Exemplary
• can be facilitated by all teachers				
• sustain moderate to vigorous intensity				
• involve proper warm-up and cool-down				
• keep students engaged				
• are inclusive of all staff and students				
• have a focus on strength, endurance and/or flexibility				
• provide students with opportunities for input and leadership roles				
Evaluation: Daily physical activity is promoted in our school division.				
Access to in-service for daily physical activity is available.				
Feedback about daily physical activity is gathered from all stakeholders.				
Successes are monitored and celebrated.				
Challenges are monitored and reviewed, and changes implemented.				
We promote families and community members to be involved in their school's physical activities.				
We are role models for daily physical activity.				
Support: Stakeholders dedicate time to the development and review of daily physical activity.				
All staff in the school division have opportunities to attend training in the area of physical activity.				
Appropriate resources and equipment are available for staff.				
A broad array of stakeholders are involved and supported in the area of daily physical activity.				
Daily physical activity plans are reviewed annually.				
School community members are provided opportunities to learn about physical activity.				
Communication: The physical activity policy has been communicated to school community members.				
Regular communication to school community members is given regarding successes and challenges.				

Appendix E

Daily Physical Activity Rubric

Element	Awareness	In Development	Developed	Implemented
School Division Policy and Guidelines	❑ The school division is planning for the development of a physical activity policy.	❑ The school division has a physical activity policy but it does not align with the provincial guidelines.	❑ The school division has a physical activity policy that aligns with the provincial guidelines; however, the policy is not fully implemented.	❑ The school division policy is implemented in all schools and is being monitored and evaluated on a regular basis.
Healthy Physical Environment	❑ Virtually no opportunity exists for students to engage in moderate to vigorous physical activity at breaks, recess or noon hour at school.	❑ Sporadic opportunities are available for physical activity at breaks, recess or noon hour at school.	❑ Students are encouraged to take part in the regular opportunities for moderate to vigorous activity at breaks, recess or noon hour at school.	❑ Students have numerous options for moderate to vigorous physical activity in the school during breaks, recess and noon hour. These opportunities are a normal part of the school day.
	❑ Physical activity promotions (such as visuals) are limited in our school.	❑ Physical activity promotions are displayed and evident in the school.	❑ A variety of physical activity promotions are displayed and occasionally used as a reference or as an invitation for students.	❑ A variety of recommended, culturally sensitive and developmentally appropriate physical activity promotions are displayed and used as a reference or as an invitation throughout the school.
	❑ The school staff is aware of the safety guidelines for physical activity established by the school division and/or the Ministry of Education.	❑ The school staff occasionally refers to the safety guidelines when planning for physical activity.	❑ The school staff utilizes safety guidelines when planning for physical activity.	❑ The school staff regularly reviews and evaluates compliance with safety guidelines as part of their ongoing planning for physical activity.
	❑ The physical environment (school grounds, hallways, classrooms and other areas) limit opportunities for physical activity.	❑ The physical environment is organized to support some forms of physical activity.	❑ The physical environment is organized to support a variety of moderate and vigorous indoor and outdoor activity.	❑ All areas of the physical environment are organized and utilized for optimum physical activity by all staff and students.

Element	Awareness	In Development	Developed	Implemented
High Quality Teaching and Learning	❑ The school is working toward full implementation of provincial physical education and health education curricula, as required. This includes meeting the recommended time expectations as set out in *Core Curriculum: Principles, Time Allocations and Credit Policy.*	❑ Provincial physical education and health education curricula are implemented, as intended. The school is beginning to work toward the goal of 30 minutes of moderate to vigorous physical activity for all staff and students.	❑ Provincial physical education and health education curricula are implemented, as intended. Many staff members are reporting that the goal of 30 minutes of daily moderate to vigorous physical activity is being realized.	❑ Provincial physical education and health education curricula are implemented, as intended. In addition, 30 minutes of moderate to vigorous physical activity is a part of the regular school day for all staff and students.
	❑ School staff are aware that there is a difference between physical education and physical activity.	❑ School staff are provided professional learning opportunities that help them understand the difference between physical education and physical activity and the important role that physical education plays in promoting and encouraging physical activity.	❑ School staff understand the difference between physical education and physical activity. Professional learning opportunities continue to enhance both physical education and physical activity.	❑ Physical education class and 30 minutes of moderate to vigorous physical activity are identified as interrelated and integral components of the school. Both are also identified as distinct. Both areas are an important focus and priority in our school.
	❑ Materials, resources and equipment to support daily physical activity are limited.	❑ Resources, materials and equipment for daily physical activity are available but not widely used by staff and students.	❑ Recommended resources, materials and equipment for physical activity are available and regularly used by the majority of staff and students.	❑ A variety of recommended, culturally sensitive and developmentally appropriate physical activity resources, materials and equipment are accessible, and used by staff and students.
	❑ Limited or no adaptations for physical activity are available to support participation of all students.	❑ Appropriate adaptations are made to include students in some physical activity.	❑ Appropriate adaptations are made to include students in a variety of physical activity.	❑ Appropriate adaptations are made to ensure that all staff and students can fully participate in daily physical activity.

Element	Awareness	In Development	Developed	Implemented
Supportive Social Environment	❑ The school does not have a shared vision that values physical activity.	❑ The school is developing a shared vision that values physical activity.	❑ The school has a shared vision that values physical activity.	❑ The school promotes and models the value of daily physical activity in the school and the community.
	❑ The staff has had limited professional development in the area of physical activity.	❑ Some staff have received professional development in the area of physical activity.	❑ All staff have received current and quality training in the area of physical activity.	❑ All staff have received current and quality training in the area of physical activity. They have access to support and opportunity for continued professional development in the area of physical activity.
	❑ The staff usually observes the physical activity that is taking place at the school.	❑ The staff demonstrates initial efforts to model physical activity.	❑ The staff frequently takes part in physical activity at school. Staff members share the leadership role in physical activity.	❑ The staff promotes the school physical activity policy by planning for physical activity and by modelling physically active behaviours.
	❑ The school does not encourage students to use active transportation to get to and from school.	❑ The school encourages students to use active transportation to get to and from school.	❑ The school encourages and supports students to use active transportation to get to and from school.	❑ The school actively promotes and models the use of active transportation for students and staff.
Community Engagement and Partnerships	❑ The school community (students, parents, School Community Councils and community members) is informed about the development of the physical activity policy.	❑ The school community has limited input into the development of the physical activity policy.	❑ The school community is involved in the development and implementation of the physical activity policy.	❑ The school community is engaged in the development, implementation and evaluation of the physical activity policy.
	❑ Community facilities are not utilized by the school for physical activity. The school building and grounds are not used by community members.	❑ Community facilities are occasionally used by the school for physical activity. The school building and grounds are available but not actively used by community members.	❑ Community facilities are regularly used by the school for physical activity. The school building and grounds are available and promoted for use by community members.	❑ The school and community jointly plans for and shares resources, facilities and services in support of physical activity.
	❑ Community partners (such as *in motion*, local recreation committee, etc.) are informed of the school division physical activity policy.	❑ Community partners have been invited to work with the school to plan for and provide daily physical activity.	❑ Community partners and the school align their physical activity initiatives so they complement, instead of compete with, each other.	❑ Community partners are engaged in the support, planning and implementation of daily physical activity in the school.

Appendix F

Getting Started

The following list can be provided to schools as suggestions to incorporate daily physical activity in their school. To get started, the school could:

- establish a school active living leadership team or committee. The primary focus of the team would be to determine the school's current status of physical activity, determine the school's action plan and determine the school's communication strategy for daily physical activity.
- give students opportunities for input, choice and leadership.
- create awareness about the importance of daily physical activity with school families and the school community.
- co-ordinate active living initiatives with community partners and invite them to participate.
- create a positive and supportive environment including a shared vision about active living.
- utilize recess, breaks and noon hour time for structured and unstructured physical activity.
- embed movement opportunities as part of daily active play.
- incorporate physical activity into a range of subject areas in a meaningful and relevant manner.
- create opportunities for staff support and learning opportunities.
- encourage staff participation.
- ensure appropriate equipment is available and accessible for everyone.
- implement a wide range of moderate to vigorous physical activities that meet the diverse needs of all students.

Activities that may encourage moderate to vigorous physical activity include but are not limited to:

Classroom and School Routines	Regular Activities

• Consider using physical activity in all subject areas to enhance the learning environment
• Have students move about the classroom, whenever appropriate
• Walk and talk with students while having a student conference
• Use "squishy balls"
• Take the longest route to:
  ◦ the garbage
  ◦ the washroom
  ◦ the principal's office
  ◦ another classroom
  ◦ leave the school
• Take stretch breaks
• Have students sit on an exercise ball
• Go outside, whenever appropriate
• Have students stand while working
• Carry appropriately weighted backpacks
• Clean the classroom
• Use the stairs as often as possible
	• Move to their favourite song
	• Jump rope
	• Play tag
	• Engage in creative movement
	• Daily active play
	• Participate in a brain break
	• Play frisbee
	• Walk – from brisk walking to jogging
	• Nature hike
	• Obstacle course
	• Hiking
	• Biking
	• Martial Arts
	• Dance (i.e. hip hop)
	• Any sport (soccer, wheel-chair basketball, etc.)

References

2009 Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth (2009). Retrieved Sept 17, 2009 from: http://www.activehealthykids.ca/ecms.ashx/ReportCard2009/AHKC-Longform_WEB_FINAL.pdf

2009 Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth – Saskatchewan Supplement. (2009). Retrieved Sept 17, 2009 from: www.activehealthykids.ca/ecms.ashx/reportcard_full_higherres.pdf.

Active Healthy Kids Canada. (2009). Retrieved September 17, 2009 from: www.activehealthykids.ca/.

Canadian Association for School Health (2007). Retrieved September, 2009 from www.safehealthyschools.org/CSH_Consensus_Statement2007.pdf.

Fishburne, G.J. & Hickson, C. (n.d.) *What is the relationship between physical education and physical activity?,* CAHPERD. Retrieved September 25, 2009 from: www.cahperd.ca/eng/advocacy/tools/documents/PE_PA.pdf.

Hewes, J. (2008). *Let the children play: Nature's answer to early learning* (Paper prepared for the Canadian Council on Learning's Early Childhood Learning Knowledge Centre, Nov 2008), Canadian Council on Learning, Retrieved October 8, 2009 from: www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/EarlyChildhoodLearning/OurProducts/LessonsinLearningECL.htm.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2009). *Position paper: Physical literacy for educators.* PHE Canada. Retrieved October 8, 2009 from: www.phecanada.ca/developingphysicalliteracy/pdfs/pl_position_paper.pdf.

Mackay, A. Wayne. (2006). *Inclusive education: A review of programming and services in New Brunswick.* Fredericton, NB: Ministry of Education, Government of New Brunswick.

Murray, N.D., Low, B.J., Hollis, C., Cross, A., & Davis, S. (2007). Coordinated school health programs and academic achievement: A systematic review of the literature. *Journal of School Health,* 77 (9), 585-599.

Public Health Agency of Canada. (2009). *Canada's physical activity guide for children and youth.* Retrieved September 22, 2009 from www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html.

Ratey, J. (2008). *Spark: The revolutionary new science of exercise and the brain.* New York, NY: Little, Brown and Company.

Saskatchewan in motion (2009). Retrieved September 18, 2009 from www.saskatchewaninmotion.ca/.

Saskatchewan Ministry of Education (2007). Core curriculum: Principles, time allocations, and credit policy. Regina, SK: Government of Saskatchewan.

Saskatchewan Ministry of Education (2008). *Physical education 6 curriculum.* Regina, SK: Government of Saskatchewan.

Saskatchewan Ministry of Education (2004). *Wellness 10: A curriculum guide for the Secondary Level.* Regina, SK: Government of Saskatchewan.

Saskatchewan Physical Educators Association (2009). Retrieved September 23, 2009 from: www.speaonline.ca/whatqdpe.html.

Saskatchewan Physical Education Safety Guidelines for Policy Development (1998). Retrieved September 30, 2009 from: www.education.gov.sk.ca/adx/aspx/adxGetMedia.aspx?DocID=3890,88,Documents&MediaID=10884&Filename=Saskatchewan+Physical+Education+-+Safety+Guidelines+for+Policy+Development+-+Summer+1998.pdf.

The True Sport Report (2008). Retrieved October 12, 2009 from:
www.truesportpur.ca/files/tsreport/TS_report_EN_webdownload.pdf.

World Health Organization's Ottawa Charter for Health Promotion (1986). Retrieved October 7, 2009 from:
www.euro.who.int/aboutwho/policy/20010827_2.

Ministry of Education
2220 College Avenue
Regina, SK
S4P 4V9
Phone: 306.787.6067